Job Title: Teacher	**Pay Scale:** MPS/UPS
Normal Place of Work: The Priory Pembroke Academy	**Line Manager:** Head of Academy via Head of Department/Phase Leader
Role Summary: To maximise the achievement of all children and be responsible for their safety, welfare and wellbeing. In addition to this, to assist in the development of the Curriculum Area and other teachers within the Academy. As a Trust we use the Maximising Programmes to underpin our approach to pupil learning and progress, as well as staff development. The Maximising Programmes are Maximising Performance, Maximising Effectiveness, Maximising Learning, Maximising Values and the Priory Baccalaureate.	

Introduction

Teachers make the progress of pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up to date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Duties and Responsibilities

Teaching

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect;
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions; and
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes;
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these;
- guide pupils to reflect on the progress they have made and their emerging needs;
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching; and
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings; and
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;

- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject; and
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time;
- promote a love of learning and children's intellectual curiosity;
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;
- reflect systematically on the effectiveness of lessons and approaches to teaching; and
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development; and
- have a clear understanding of the needs of all pupils, including those with special educational needs, those of high ability, those with English as an additional language, those with disabilities, and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- make use of formative and summative assessment to secure pupils' progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons; and
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the Academy, in accordance with the Trust's behaviour policy;
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them; and
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the Academy;
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- deploy support staff effectively;

- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- communicate effectively with parents with regard to pupils' achievements and well-being;
- participate in meetings at the Academy which relate to the curriculum for the Academy or the administration and organisation of the Academy, including pastoral arrangements;
- supervise pupils, whether these duties are to be performed before, during or after Academy sessions; and
- carry out the role of Form Tutor.

Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
    - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
    - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
    - showing tolerance of and respect for the rights of others;
    - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs; and
    - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the Trust, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Key Relationships

The post holder will be expected to develop and maintain good relationships with:

• Headteacher, SLT and all Academy staff	To develop team working
• Parents/carers and pupils	To continuously promote the Academy values
• Outside agencies e.g. Universities, examination boards	

Generic Responsibilities

- represent and promote the Trust values internally and externally;
- ensure that the Trust's pupils receive an excellent experience in all dealings with the organisation;
- deliver day-to-day duties consistently;
- contribute to the annual reviews of the Curriculum Area and Academy Development Plan;
- actively promote and act, at all times, in accordance with Trust policies, e.g., Health and Safety, Equal Opportunities and Safeguarding;
- commit and contribute to improving standards for pupils;

- contribute to the maintenance of a caring and stimulating environment for pupils;
- undertake other duties deemed reasonable by the Headteacher and commensurate with the job level;
- It is expected that teaching staff will wear formal academic dress, for example, gowns which are provided by the Trust, at some occasions such as prize-giving events.; and
- be available for residential duties of up to 4 nights in an academic year; this may include residential trips abroad.

Normal working hours are specified in your contract of employment.

Elements of this job description may be changed following consultation with the Headteacher.

As all employees are employees of the Trust, there may be a requirement to teach in other Academies within the Trust, subject to negotiation.

TERMS OF EMPLOYMENT

All offers of employment are subject to The Trust receiving proof of identity, two satisfactory references, satisfactory health and enhanced DBS checks, a signed Code of Conduct, evidence of your relevant qualifications and successful completion of a 12-month probation period.

HEALTH AND SAFETY

All employees are responsible for reading, understanding and carrying out the requirements of The Trust's Health and Safety policy and for informing a relevant person if they become aware of any non-compliance with the policy or of any identified training needs.

CONTINUAL PROFESSIONAL DEVELOPMENT

Each Academy requires individuals to identify and analyse their own training and development needs and to actively participate in the design of a development plan to meet these needs and the needs of the Academy. This may be achieved through an appraisal process.

The post holder should recognise and take advantage of development opportunities and should periodically review their own progress towards meeting previously agreed goals.

CONDITIONS OF SERVICE

Governed by the National Agreement on Pay and Conditions of Service supplemented by local conditions as adopted.

SPECIAL ARRANGEMENTS

The post holder may be required to work outside of normal academy hours on occasion, with due notice.

SAFEGUARDING STATEMENT

The Priory Federation of Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

EQUALITY, DIVERSITY AND INCLUSION

The Priory Federation of Academies Trust is committed to maintaining a diverse workforce and an inclusive environment for all. Our aim, embedded in the Trust Values, is to enrich our workforce at every level and we encourage applications from all under-represented groups.

Please note that this Job Description should not be read in isolation and needs to be read in conjunction with:

- Contract of Employment
- Teachers' Standards Document
- School Teachers' Pay and Conditions Document and Guidance on Teachers' Pay and Conditions. School teachers' pay and conditions - GOV.UK
- The Priory Federation of Academies' Pay Policy
- The Burgundy Book
- The Priory Federation of Academies Development Management Handbook

Person Specification – Teacher

		Essential	Desirable	How assessed
	QUALIFICATIONS			
1.	Degree in relevant subject area.	X		AF/Cert
2.	Qualified Teacher Status.	X		AF/Cert
	KNOWLEDGE AND EXPERIENCE (UPTO DATE/ CURRENT)			
3.	Proven experience of working with children.	X		AF/IV
4.	Recent and relevant experience of working in a school/academy.	X		AF / IV
5.	Successful experience of delivering a differentiated curriculum to pupils with a wide range of needs.	X		AF/IV/R
6.	Successful experience of managing an effective classroom environment to support student learning and positive behaviour.	X		AF/IV/R
	SKILLS AND ABILITIES			
7.	Ability to use IT at a level commensurate with job role.	X		AF/IV/AT
8.	Ability to set high expectations and promote good progress by pupils.	X		IV/R
9.	Ability to demonstrate good subject and curriculum knowledge.	X		IV/R
10.	Excellent oral and communication skills.	X		IV/AT
11.	Ability to work on own initiative and as part of a team	X		IV/R
12.	Good planning and organisational skills.	X		IV/R
13.	Professional and responsive attitude and behaviour towards colleagues.	X		IV/R
14.	Ability to motivate and develop self.	X		IV/R
15.	A passion for teaching and a desire to see children achieve their full potential in all areas of their lives.	X		IV/R
16.	Commitment to equality, diversity and inclusion	X		IV/R

*Key to how skills are assessed:

AF = Skill assessed via application form IV = Skill assessed via interview

AT = Skill assessed via test/work-related task R = Skills assessed via References Cert = Certificate checked at interview

Acceptance of the Job Description

I have read and accept the content of the job description.

Signed:_____ Date: _____

Signed Line Manager: _____ Date: _____

Please sign and return one copy of the Job Description.